

Transition from School to Work: Customizing the Employment Process

Arizona's Eleventh Annual
Transition Conference
October 4, 2011
Scottsdale, AZ



What is Transition?

A coordinated set of activities
That is a future-driven
Outcome-oriented process



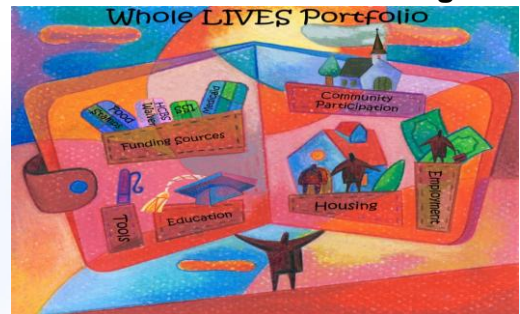
The IEP planning process should include
An employment or post-secondary goal
The steps for achieving it

Why Do We Plan for Transition?

- High unemployment rates
- Outcomes inferior to non-disabled peers
- Less education & high drop out rates
- Often exit to sheltered work and day programs



What Can We Do? Where Do We Begin?



Have High Expectations for Employment

- Do not rule out possibilities
- Explore options
- Rather than thinking "What can an individual do?", think "What do they like or want to do?"
- Decide on a work outcome
- Promote a work ethic



Identify Passions

- What does the individual like?
- What do they typically do?
- What have they shown an interest in?
- What excites them?
- What would they like to do?



Meet Judy



What is Judy's Passion?



Where Do We Go From Here?

- Brainstormed potential KU options
- Investigated all possibilities
- Contacted community businesses
- Explored what was needed and who could do what
- Determined a course of action



JUDY'S BUSINESS IN DEVELOPMENT



JUDY'S PLAN FOR EMPLOYMENT... KIOSK IN A LOCAL COFFEE SHOP

- Self-employment initiated out of school
- Linkage with VR, Medicaid Waiver, case management
- Assistance by Small Business Development Ctr
- Drafted a business plan
- Arranged work experience while in development
- Customers got to know her and like her
- Conducted a survey of magazines & newspapers they would like
- VR arranged a speech device and purchased start-up materials
- Coffee shop rings up sales while there or not; Judy stocks back bar
- Selling KU items and gift baskets with coffee products
- Record keeping/ordering help from mom & case manager

What is Judy's Outcome?

Judy exited school and attends a sheltered workshop. . .



What happened?

Meet Jenny



JennyLU Designs



What is Jenny Doing Now?

- ❖ Transition coordinator worked with Jenny's mom & Jenny to determine art to be printed
- ❖ Held meetings with VR, case manager, transition coordinator, Jenny, & mom
- ❖ Assistance from the small business development center
- ❖ VR counselor provided start-up funds
- ❖ School found a part-time job at Hobby Lobby
- ❖ Teachers assisting Jenny with coloring techniques
- ❖ School providing opportunities to practice doing presentations and a show
- ❖ Developed business plan for expansion after leaving school
- ❖ Job coach teaching Jenny to do her own shows

How Do We Develop High School Programming?

- Determine what family and student want for adulthood
- Decide on post-school goals
- Share present level of performance
- Identify discrepancies
- Broad steps become annual IEP goals
- Break down into specific objectives



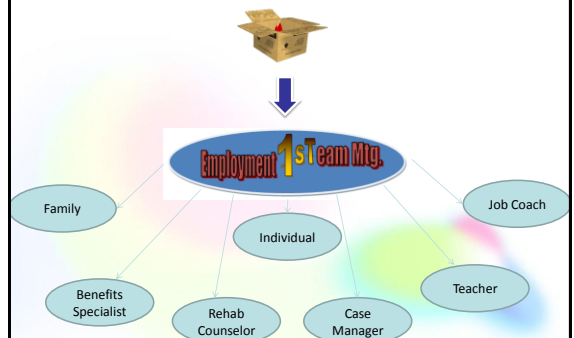
Re-Visit Annually

• Ask Yourself...

Does Each Step
Contribute to the Overall Goal
of a More Inclusive & Quality Adult Life?



What Can Help Us Think Outside the Box ?



Employment 1st Team Mtg.

- Someone Take the Lead
- Arrange Initial Team Meeting
- Establish Employment as the Outcome
- Individual's Passion Sparks Ideas
- Enthusiasm Fosters Creativity/Productivity
- Engage in Creative Exploration



A Million Brilliant Possibilities

Employment 1st Team Mtg.

- ✓ Assign Homework
- ✓ Develop a Blue Print
- ✓ Explore and Share Among the Team
- ✓ Meet Again, Review, Revise, and get Specific
- ✓ Establish Plan with Action Steps, Persons Responsible, Expected Outcomes, and Timelines
- ✓ Target Alternative Funding and Support Resources

Employment 1st Team Mtg.

- ✓ Decide on Business Arrangement (Resources, Needs, and Preferences Guide Decision-Making)
- ✓ Conduct Business Development Activities (e.g. Contact Specific Employers, Determine Market Analysis, Create Business Plan)
- ✓ Finalize the Competitive Employment Outcome
- ✓ Make Any Negotiations and/or Support Arrangements



*"Life's Only Limitations
are the One's We Make"*

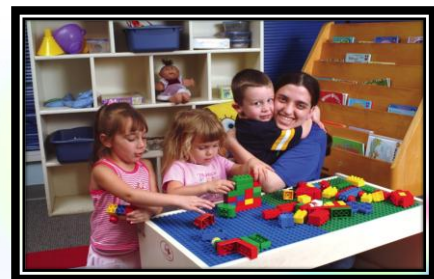
What are the Possibilities that Can Be Achieved?

Customized and Supported Employment Options

- Competitive Employment
- Created Jobs
- Carved Jobs
- Resource Ownership
- Self-Employment
- Business within a Business



COMPETITIVE EMPLOYMENT Cindy



Cindy (continued)

- School work experience
- Competitive job after graduating from school
- Employed close to full time @ \$9 hour & benefits
- Moved into own apartment
- Carpooling with coworkers
- Enrolled in drivers education course
- Pursuing child care certification
- Developing friendships
- VR actively involved – resource sharing, transportation, drivers ed, career advancement
- Passed her driving test and VR bought her a car

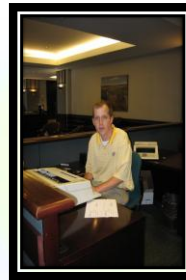
CREATED JOB Sally



Sally (continued)

- HR Clerk in a Hospital (Medical Records Department)
- Works 20 hours per week
- Earns \$9.55 per hour and receives paid vacation, sick leave, medical and vision insurance (purchase at a part-time rate), retirement, and life insurance
- Started as a Tray Passer in the Kitchen
- VR provided rehabilitation engineering and job coach assistance
- Received job coach support for several months with gradual fading and intermittent follow-up visits
- Learned how to do the job to the employer's standards using a task analysis and systematic instructional techniques

CARVED JOB Gary



Gary (continued)

- Employed as Office Assistant at a Bank
- VR re-opened in post-employment services
- Carved duties include: deliver mail, typing, sweep, stock kitchen & pop machine, vacuum, pick up recycling, encoding, clean ATM lane, deliver paper, stuff statements
- Office with computer and personal decorations
- Laminated checklist and multi color dry erase markers
- Discuss current events and "joke of the day" with housemates
- Bring materials of interest for break
- Down time activities
- Take completed check list to person of choice
- On-going support plan to monitor and address work performance

RESOURCE OWNERSHIP Joe



Joseph (continued)

- Interested in washing cars
- Explored job possibilities
- Purchased a detailer and trailer
 - Total cost \$6,000 (VR and grant funds)
- Job with All Star Detailing
- Natural Supports
 - Transportation provided by business owner
 - Co-workers provide training

Meet Lee

Lee brought a riding lawn mower to the job. A friend of his family heard the recreation center was in need of an additional landscape crew member, but could not afford the equipment as well. Lee brought the equipment in exchange for his part time job and training.



SELF-EMPLOYMENT Bea



Bea (continued)

- Enjoys doing laundry
- Home based linen service
- "I want a job."
- Funds from VR, DD Council grant dollars, waiver
- Provider developed a business plan, provided job coach support, assisted with start-up, and makes on-going marketing and quality assurance checks

BUSINESS WITHIN A BUSINESS Cathy



Crystal (continued)

- Interested in books, magazines and reading
- Resource Ownership / Self-Employment
- Java Hut / Crystal's Book Nook
- Purchases: Magazine Racks, Books, Magazines
 - Total costs - \$2,114 (VR dollars)
- Natural Supports
 - Friend who manages books
 - Coffee shop owner rings up sales for 5% fee
 - Co-workers provide assistance on the job
 - Books sell when she is not there

What are Some Useful Tools & Techniques?



Explore Jobs and Careers

- Look at websites
- The Fun Works – for careers you never knew existed <http://www.thefunworks.org/>
- Mapping Your Future <http://www.mapping-your-future.org/planning/>
- Talk to different people
- Visit businesses in the community
- Learn about job requirements
- Job shadow
- Arrange internships and apprenticeships



Type of Job: Animals

- Types of Businesses
 - Service Dog Trainer
 - Vet's Office
 - Pawsh Wash
 - Pet World
 - Humane Society
 - Dog Resort
 - Nature Center
 - Pet Sitter
 - Gourmet Dog Biscuits

Business:

	Liked	OK	Didn't Like	Would you like to work here?	
The Workplace				Yes	No
The People				Comments:	
The Job Duties					
Overall Job					

Provide Community-Based Work Experiences

- Start early with multiple work sites
- Gradually become more specific
- Focus on work and work-related skills
- Use systematic instructional techniques
- Determine likes & dislikes, interests and strengths
- Identify needs and supports that work
- Identify behavioral issues, trigger and ways to address problem behaviors
- Teach a "Way Out"
- Arrange practice opportunities



Move from Community-Based Work Experiences. . .

. . . to Permanent Paid EMPLOYMENT



Teach Self-Determination Skills

- Enhance self-esteem
- Create opportunities
- Teach self-advocacy skills
- Promote relationships
- Provide role models
- Link with a mentor
- “Be Cool”
- Lead their team meetings

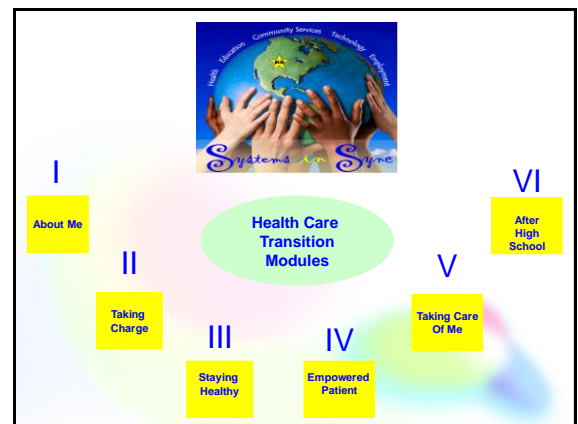
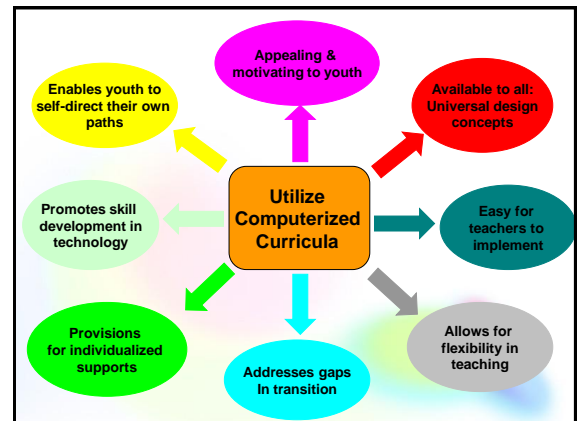


Self-Directed Team Meetings

Who I am? By Hannah	Strengths <ul style="list-style-type: none"> • On time to work and have good attendance record • Responsible at jobsite • Interact well with co-workers • Follow directions and observant to work when others are gone 	Goals for Future <ul style="list-style-type: none"> • Graduate from CHS • Work as a Certified Nurses Aid • Listen to parents, CHS staff, co-workers, Peers, view staff & friends • Want to work at Bioscience/low serving pop & popcorn helping the residents get to their appointments • Go to college for nursing class
Challenges (things I would like to improve) <ul style="list-style-type: none"> • BE HONEST • TAKE RESPONSIBILITY FOR MY MISTAKES • SAFE BOUNDARIES WHEN TALKING TO FRIENDS • TREATING OTHERS WITH RESPECT & ACCEPT POSITIVE FEEDBACK FROM STAFF CO-WORKERS & FRIENDS 	Why I choose to go to college to be a Certified Nurses Aid <ul style="list-style-type: none"> • I want to help the nursing home residents get to their appointments & get their groceries. Then I want to work with nursing home residents part time. Also, I want to work with a kindergarten class to help them read better vocabulary comprehension & they would understand the harder vocabulary words when they get in the real world. 	Benefits of being a CNA <ul style="list-style-type: none"> • Health Insurance • Paid Vacations • Days off for your coming on the way children

Teach Job, Social, and Work-Related Skills

- In real environments
- With real people
- In day to day activities





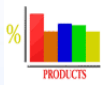
Determine Skills, Interests, Preferences, and Support Needs

- Use self-directed techniques
- Talk to the individual; spend time together
- Observe in multiple environments
- Identify how they learn best
- Explore environmental characteristics
- Find out what works
- Develop an Individual Profile



Find Out What Businesses Need

- Explore the labor market
- Make specific employer contacts
- Develop business relationships
- Find out their future growth plans



Employers tell us:

- Have face to face contact, local level
 - Build relationship first, key
- Get to know business, suggest a good match
- Sell, benefits to the employer
- Make dollar and cents case

Learn About Community Agencies & Resources

- Share expectation for employment
- Find out what agencies have to offer
- Involve all key persons & agencies
- Think beyond the "typical"
- Explore disability, generic, and natural supports
- Utilize the One Stop Workforce Center
- Determine personal and community connections
- Promote shared and blended funding
- Assist in finding a job before leaving school



Communicate with Team Members



Make a Good Job Match

"No amount of training and support can patch a poor job match."

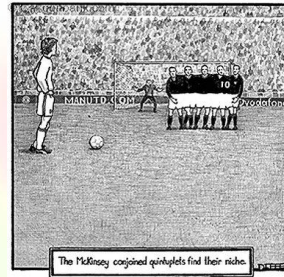
(The Rehabilitation Counselor Desk Top Guide)



*"It's not experience that counts, or college degrees or other accepted factors - success hinges on the **fit** with the job."*
--Harvard Business Review



There is an Employment 'Niche' for Everyone



A Few Helpful Resources

APSE: The Network on Employment,
<http://www.apse.org/>

Institute on Community Inclusion,
<http://www.communityinclusion.org>

RRTC on Workplace Supports,
<http://workplacesupport.com>

Rural Institute,
<http://ruralinstitute.umn.edu>

Training Resource Network,
<http://www.trninc.com>

For more information, contact

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